INTL 465/565 Global Reproductive Health  
University of Oregon, Spring 2020  
SYLLABUS (DRAFT, SUBJECT TO CHANGE)  
REMOTE INSTRUCTION VERSION

Professor: Kristin Elizabeth Yarris; keyarris@uoregon.edu  
Virtual Class Meeting (optional, not mandatory): Thursdays, 12:30-2:00pm, in Canvas  
Remote Office Hours: Tuesdays, 12:30-2:00pm, in TEAMS (access via office.uoregon.edu)

Course Overview:  
This course provides an overview of contemporary issues and challenges in what can be broadly construed as the field of global reproductive health. Early weeks of the course will focus on conceptual readings, which will help us situate our discussions of reproduction, reproductive inequalities, politics and health within historical, comparative, and theoretical perspectives. Important to this conceptual framing is establishing a groundwork for understanding how population planning, fertility interventions, and maternal health programs have been used as part of (neo)colonial discourse and international development practice to constrain specific bodies, restrict specific practices and control specific populations. Many of the assigned readings expose how histories of power and dynamics of control shape reproductive inequalities in contemporary cross-cultural contexts. Our readings will be drawn from anthropological and social science research related to reproduction and globalization from many different cultural sites; we will supplement articles and book chapters from peer-reviewed academic literature with documentary films and podcasts. Our task in this course is to draw upon the wide-ranging ethnographic examples we study and uncover the connective threads across global and local sites and interventions. Throughout, we will remain critical of the role of population policies and development programs in shaping reproductive health trajectories as we simultaneously attend to the health needs and lived reproductive experiences of women, men, and families in different cultural contexts.

REMOTE CLASS FORMAT- SPRING 2020: Due to the current public health crisis associated with the coronavirus pandemic, along with all UO instruction spring term, this class will be offered remotely. This is not an ideal set of circumstances for promoting understanding of this course content, but we are undergoing an extraordinary historical event, and we will do the best we can, together, to use the technological tools available to us and create a learning community. Remote teaching and learning will be a challenge requiring us to engage this course with a spirit of flexibility, creativity, patience, and shared responsibility for creating a productive learning environment.

Required Text (Available as E-Book via UO Libraries or for purchase & delivery via Duckstore):  

Other Required Readings: The remainder of the required readings and films will be available on the course Canvas page or as e-book chapters or e-available articles through UO Libraries.
REMOTE ACCESS: Student foreseeing challenges related to accessibility (for any reason, whether related to access to technology, physical or mental health challenges, or economic or social concerns) are encouraged to do any one or more of the following: Contact the UO Accessible Education Center as soon as possible https://aec.uoregon.edu; Contact the Dean of Students Office to request the resources you need https://dos.uoregon.edu; Register your concern with the Professor by sending an email to keyarris@uoregon.edu. I recognize accessibility needs are going to be heightened this term, as we all teach and learn remotely while simultaneously managing great social upheaval in our lives. I appreciate your understanding that, while my abilities to assist you may be limited, I will do my best to connect you to needed resources.

CANVAS SUPPORT: Log into canvas.uoregon.edu using your DuckID to access our class Canvas page. If you have questions about Canvas, visit the Canvas support page. Canvas & Technology Support also available to UO students by phone or live chat: 541-346-4357 or livehelp.uoregon.edu

ACADEMIC ADVISING: The Global Connections advisors in Tykeson Hall have made themselves available for remote advising this term. To schedule a “drop-in” appointment, use the chat function on this website from M-F, 10-3pm PST: https://advising.uoregon.edu/tykeson

GRADING:
I highly recommend that students take this class with the Pass/No Pass grading option. See memo from UO Provost Office dated 3/27/20 in Canvas, Files for more information on how to change your grade to P/NP for Spring term. Other universities have moved to all P/NP grading option due to these extraordinary circumstances we face spring term. While the UO has not taken such a step, I would ask you to consider whether you truly need a letter grade for this course since the Pass/No Pass option can lessen the pressure on students and help us all remember that our core mission as a liberal arts institution is to foster learning and critical engagement with the world around us, not merely to work towards letter grades. Of course, I understand that students may have reasons they need to take this course for a letter grade, and if those circumstances apply to you, you may take the class for a letter grade. I will maintain grades during the term, using the point distribution outlined below, and will assign letter grades according to the rubric below. Any student earning 60 points or higher will be considered to have “Passed” the class.

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<tr>
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<th>INTL 465 (Undergrads)</th>
<th>INTL 565 (Grads)</th>
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<tbody>
<tr>
<td>Canvas Discussion Questions:</td>
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<td>Reading Presentation:</td>
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<td>Midterm Exam:</td>
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<td>Book Response Paper:</td>
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<td>Group Presentation:</td>
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Letter Grade Rubric:

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<th>Grade</th>
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<tr>
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<td>D+</td>
<td>60-63</td>
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<td>below 60</td>
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EXPECTATIONS OF STUDENTS & INSTRUCTOR

Class Participation:
Students: are not required to participate in any course-related activities in real time this term (“synchronous” learning), but instead will be able to access course materials at their own time and pace (“asynchronously”) via the course Canvas page. That said, students are expected to engage regularly with the weekly discussion threads on Canvas, and to access Canvas Conferences and Chat sessions to be facilitated by the Professor to the best of their ability. Students are also expected to read assigned readings and view the assigned films or listen to assigned podcasts on their own time during the course of the week in which they are assigned.

Discussion Posts: Students are asked to write at least one question/comment/inquiry about the week’s assigned readings and post it to the weekly Canvas Discussion thread by Thursday at 10:00am PST. This way, the professor can include any comments or questions about the readings during her weekly “Conference” session on Thursday afternoon. (The posts are worth 2 pts per week for undergrads, 1 pt per week for grads.)

Professor Participation: I will make myself available each week on Canvas, using the Conference function, on Thursdays, from 12:30-2:00pm PST. During that time, I may do any of the following activities: review lecture slides, share thoughts about the week’s readings, respond to student questions from the weekly discussion threads, respond to students’ questions on course materials in real time using the chat functions inside Canvas. I will also regularly post to Canvas discussions, sharing materials related to the course and encouraging online discussion of readings and other course materials. In addition, I will hold regular, weekly remote office hours on Tuesdays, from 12:30-2:00pm PST using TEAMS (access at office.uoregon.edu).

Reading Presentation - Grad Students: Graduate students will sign up for any one of the assigned readings on the syllabus below and share a 15-20 minute presentation with the class based on that reading using any remote learning modality you wish. Please email the professor by the end of week one to sign up for the reading you would like to virtually present and to share your ideas for presentation. (This presentation is worth 10 pts for graduate students.)

Midterm Exam - All Students: The midterm exam will consist of short-answer essay questions based on the readings, films, and guest presentation from weeks 1-5. There will be three questions posed, and undergrad students will write on two of the three questions (choosing which two to answer), using 1-2 single spaced pages per each answer (grad students will write on all three questions). The midterm will be administered using the Canvas, Assignments function and will be due at the end of week 5 (Sunday, May 3rd). (the midterm will be worth 30 points.)

Short Book Essay – All Students: Students will write a short, approx. 2-3 single-spaced page, essay based on their reading of the assigned book, Fertility Holidays, by Amy Speier. In these short, analytical essays, students will reflect on the following: the main claims or arguments made by the author, ties and connections to course themes, relevance or implications for global reproductive health. Essays will be submitted through the Canvas, Assignments function by the end of week seven (Sunday, May 17th). Grad students: Your additional assignment for the book essay is to: a) connect the Speier book to your own research interests, and b) include an additional 3-5 references to academic literature, submitting your paper in 4-5 single-spaced pages. (the essay will be worth 25 points.)
**Group Research Projects:** During weeks 8-10, students will work together to develop and design two collective group presentations (using Power Point, Prezi, YouTube, a WordPress site, or another modality, TBD) based on one of two topics: either 1) childhood immunization coverage, vaccine refusals, and parental opt-out policies and their relation to public health, infectious disease, and reproductive health concerns in Oregon and the USA or 2) the global gag rule, its history and its contemporary consequences for access to reproductive health services around the world. The idea of these group-sourced presentations is to use the opportunities of remote learning technologies to the best of our ability to create two final class presentations that ideally will be open to the public. Additional details and guidance will be shared by the Professor, but tentatively, the idea is that the class will divide into two large presentation groups by topic and then into smaller groups to research and address different aspects of each project topic. This is an opportunity to use the remote teaching and learning tools we have available to us to share important, policy-relevant research with the broader public, so let’s have some fun together! Projects should be delivered or made accessible by the end of week 10 of the term (Thursday, June 4th). All students will engage with the project they did not work on and post a final response to the research project by Friday, June 5th. (*the final project is worth 25 points.*)

**Note on Deadlines:** *Mark your calendars and set reminders now*
- Discussion Questions based on the week’s readings and other materials are to be posted on Canvas each Week by Thursday 10:00am PST.
- The midterm and book essay are due Sundays, 11:59pm PST (at the end of weeks 5 and 7)
- Final project deadlines are Thursday and Friday of week ten – see below.

**Professor Responsibilities:** In addition to making myself available for students on Tuesdays and Thursdays as outlined above, I may record lectures on occasion, which I will share via Canvas. Throughout the term, I will respond to your discussion posts and post links to materials related to our course that I find of importance for students. I will get feedback to students on your written work (midterm exam and book essay) within one week of assignment submission. I will provide feedback to you as you develop your final research projects using remote communication tools.

**Weekly Schedule of Readings and Assignments**

**Week One (Week of March 30th)**
*Introduction to the Course; Review Syllabus, Set up Technological Infrastructure for Remote Learning.*
Review: Cairo 1994 conference on population and development documents (on Canvas)

**Week Two (Week of April 6th)**
*Conceptualizing Global Reproductive Politics & Reproductive Inequalities*


**Film:** *Population Control.* http://www.youtube.com/watch?v=u1p-Xxcwx0U&feature=related


**Week Three (Week of April 13th)**

*Managing Maternity and Fertility; Sterilization and “Family Planning”*


Film: *La Operación* (1982; Robert Cohen & Ana Maria Garcia; 40 mins.)
[https://www.dailymotion.com/video/xpu79i](https://www.dailymotion.com/video/xpu79i)

**Week Four (Week of April 20th)**

*Culture, Power, and Reproduction: Reproductive Inequalities in Brazil*


Podcasts: NPR Weekend Edition 05/12/13. C-sections among Brazilian women. (5 minutes) BBC Podcasts 10/18/17. [https://www.bbc.co.uk/programmes/p05k6kd5](https://www.bbc.co.uk/programmes/p05k6kd5) (27 mins)

**Week Five (Week of April 27th)**

*Culture, Power, and Reproduction: Challenges from China, Insights from the Islamic World, Controversies over Female Circumcision.*


Guest Presentation: Dr. Arafat Valaani, UO Department of History
Reading TBD.

→ Midterm Due On Canvas, Sunday, May 3rd, 11:59pm (end of week 5).

**Weeks Six & Seven (Weeks of May 4 & 11)**

*Culture, Power, and Reproduction: Reproductive Tourism, Reproductive Inequalities*


**Film:** *Made In India: A Film about Surrogacy* (Dir. Haimowitz & Sinha; 97 min.)

→ Short Book Response Paper Due Sunday, May 17th, 11:59pm (end of week 7)
Weeks Eight, Nine & Ten (Weeks of May 18, 25, and June 1)

Culture, Power, and Reproduction: GROUP RESEARCH PROJECTS

The class will divide into two main project groups to examine the topics below. The professor will help the two project groups divide further into topical subgroups to examine each topic and will help facilitate the final projects development and presentation of final projects. The expectation is that each project group shares their final product (using whatever presentation delivery modality they wish – YouTube, Prezi, Power Point, a written or digitally-interactive policy brief, a blog or webpage are just a few of the choices) by Thurs. of week ten.

Project 1 - HPV Vaccine, the Gendered Politics of Prevention, & Vaccine Refusals in the U.S.

SUGGESTED READINGS (any selection from):


Project 2 – The Global Gag Rule and Implications for Global Reproductive Health

SUGGESTED READING:


Final deadlines during Week 10:

→ Group Projects – Posted or shared by Thursday, June 4th

→ All students will post a response to the project they did not work on by Friday, June 5th